

Archived Information

No Child Left Behind

Highly Qualified Teachers & Paraprofessionals





TEACHER QUALITY

Does It Really Matter?

Good teaching lasts a lifetime - and bad teaching limits dreams and opportunities. Compelling evidence confirms what parents have always known: A teacher's mastery of the academic content of what he or she teaches is critical to engaging students and inspiring them to academic excellence.

For example, students in Tennessee with “highly qualified” teachers for three years in a row scored 50 percentage points higher on a test of math skills than those who had ineffective teachers

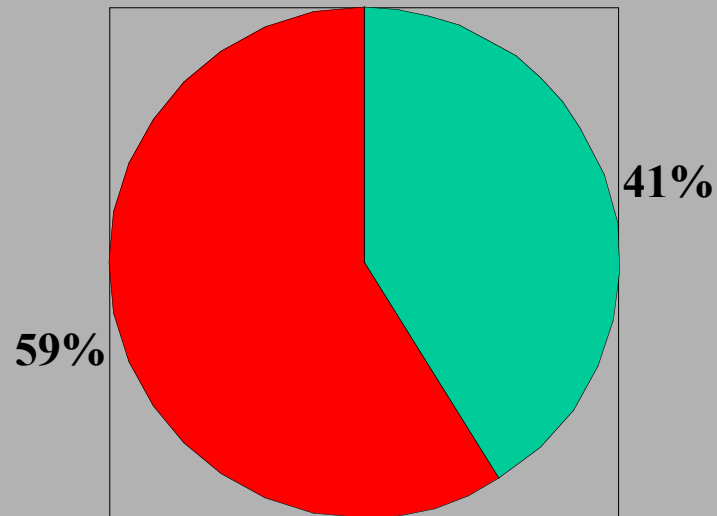
SOURCE: W.L. Sanders & J.C. Rivers, Cumulative and Residual Effects of Teachers on Future Student Academic Achievement (Knoxville: University of Tennessee, 1996); and H. Jordan, R. Mendro & D. Weerasinghe, Teacher Effects on Longitudinal Student Achievement (paper presented at the CREATE annual meeting, 1997).



TEACHER QUALITY

Teacher Preparedness In America Today

Math Teachers: 8th Grade



■ Math Majors

■ Non-Math Majors

Just 41 percent of eighth grade math teachers majored in math in school.

That's **30 percentage points lower** than the international average.

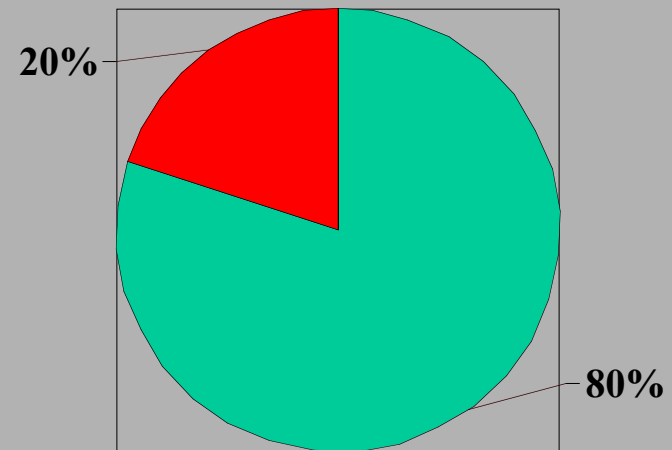


TEACHER QUALITY

Teacher Preparedness In America Today

English Teachers: Grades 7-12

In English, one-fifth of all public school students in grades seven through twelve were taught by teachers who did not have at least a minor in English literature, communications or journalism.



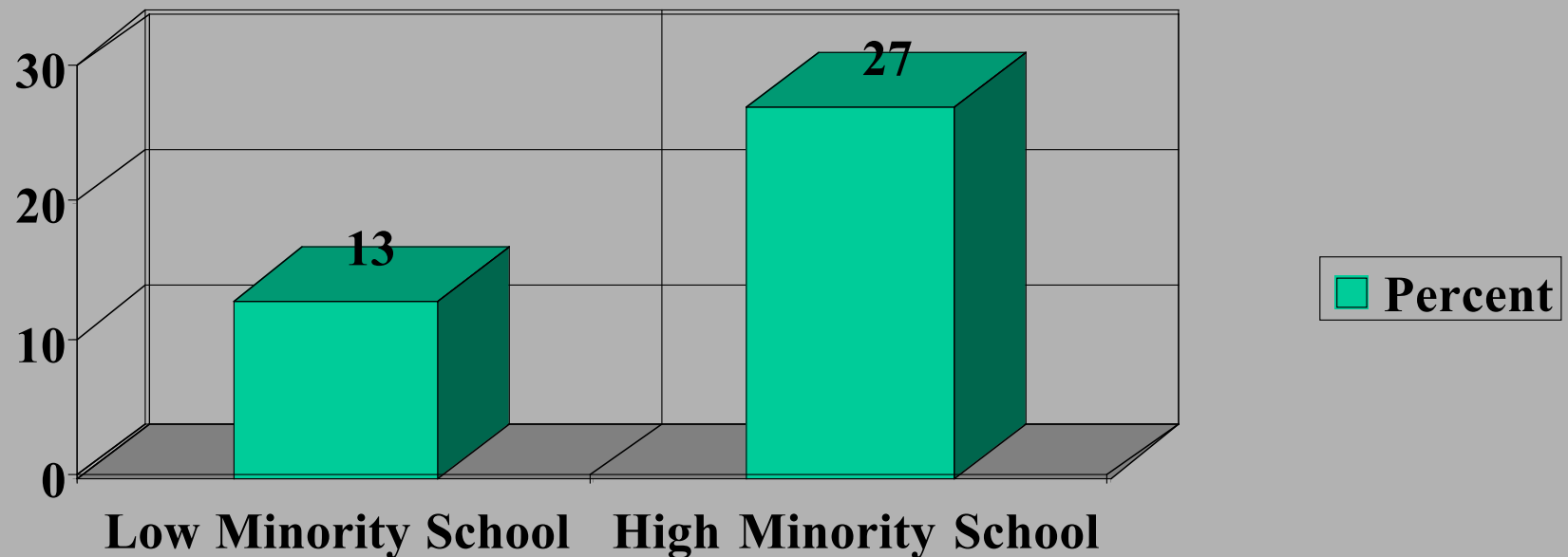
- Have at least a minor
- Lacking at least a minor



TEACHER QUALITY

The Inequity

Students in High Minority Schools More Likely to be Taught by Teachers Lacking Certification in Their Field



Source: Richard M. Ingersoll, University of Georgia, Unpublished, 2000. From Schools and Staffing Survey 1993-94



TEACHER QUALITY

Teacher Preparedness In America Today



A Department of Education survey found that fewer than 36 percent of current teachers feel "very well prepared" to implement curriculum

AND

Less than 20 percent feel prepared to meet the needs of diverse students or those with limited English proficiency



THE GOAL

A Quality Teacher In Every Classroom

"This administration is committed to a goal that we'll have a quality teacher in every classroom in America.

We have backed that commitment, thanks to the work of members of both political parties, with the greatest federal investment ever in quality teachers and principals."

-President George W. Bush-



TITLE I

Defining A Highly Qualified Teacher

1. *A Highly Qualified Teacher* holds a minimum of a bachelor's degree
2. *A Highly Qualified Teacher* has obtained full state certification or licensure
3. *A Highly Qualified Teacher* has demonstrated subject area competence in each of the academic subjects in which the teacher teaches



TITLE I

Defining A Highly Qualified Teacher

Highly Qualified Requirements for NEW Elementary School Teachers

1. *A Highly Qualified Teacher* has obtained full state certification or licensure
2. *A Highly Qualified Teacher* holds at least a bachelors degree, and
3. *A Highly Qualified Teacher* has demonstrated by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and others areas of basic elementary school curriculum.)



TITLE I

Defining A Highly Qualified Teacher

Highly Qualified Requirements for NEW Middle and Secondary School Teachers

1. *A Highly Qualified Teacher* has obtained full state certification or licensure, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
2. Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches; or
3. Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.



HIGHLY QUALIFIED TEACHERS

Timelines For Implementation

- **2002-2003:** All teachers teaching core subjects in Title I schools hired after the first day of the 2002-2003 school year must be “highly qualified.”
- **2005-2006:** All teachers teaching in core academic subjects, including Charter, VocEd and JROTC teachers, must be highly qualified by the end of the 2005-2006 school year.
- SEA’s & LEA’s must establish annual measurable objectives that demonstrate progress in meeting 2005-2006 goal.



TITLE I

Defining Core Academic Subjects

English

Reading/Language Arts

Mathematics

Science

Foreign Languages

Civics & Government

Economics

Arts

History

Geography

“We trust parents to make the right decisions for their children...We do not want children trapped in schools that will not change and will not teach.”





HIGHLY QUALIFIED TEACHERS

Annual Measurable Objective

No Child Left Behind provided the largest federal investment in public education in American history, *tied* to the strongest accountability measures ever implemented

- **Demonstrated increases in the percentage of highly qualified teachers teaching core subjects**
- **Demonstrated annual increases in teachers receiving high quality professional development**



TITLE I

Empowering Parents

No Child Left Behind empowers parents like never before by providing easy to understand information on teacher qualifications

- **State qualifications & licensing requirements**
- **Waivers issued for emergency or provisional status**
- **Educational background of teachers**
- **Qualifications of paraprofessionals**



"Accountability is incredibly important for the school systems. People shouldn't fear accountability, they ought to welcome an accountability system as a useful tool to make sure no child is left behind"



ACCOUNTABILITY

Ensuring Student Success

- LEA's must meet annual goals. Failure to meet goals for two consecutive years will result in the development of a comprehensive improvement plan
- SEA's are required to provide LEA's with technical assistance
- If after 3 consecutive years LEAs cannot increase the percentage of highly qualified teachers and meet AYP, the State must enter into an agreement on the use of *Improving Teacher Quality State Grants*.



ACCOUNTABILITY

The Role Of State Educational Agencies

- *States will* develop (in conjunction with the LEA, teachers, & principals) professional development strategies and activities grounded in scientifically based research
- *States will* ensure the LEA is using the scientifically based professional development strategies
- *States will prohibit* LEAs from using Title I, Part A funds to fund any new paraprofessionals, except under certain limited instances



TITLE II, PART A

Improving Teacher Quality State Grants



"Our new education reforms ask a lot of America's teachers—and we owe them something in return. We owe them our respect. We owe them our support"

-Secretary Rod Paige-



TITLE II, PART A

Providing Flexibility & Opportunities For Success

Title II of the ESEA provides historic levels of funding to assist States and local communities in recruiting and retaining a high-quality teaching force

PREPARE

Unparalleled funding to prepare highly qualified teachers

RECRUIT

Flexibility to recruit the best candidates from around America and throughout the world

RETAIN

Expanded options for retaining a highly qualified teaching force



TITLE II, PART A

Utilization Of Funds By SEA's

Use of Title II, Part A Funds By SEA's:

- **Reforming teacher and principal certification**
- **Building support systems for new teachers and principals**
- **Streamlining certification through alternative models**
- **Developing Recruitment and Retention Systems**
- **Building instructional leadership capacity in principals**
- **Developing, or assisting LEAs in developing, teacher advancement initiatives**



TITLE II, PART A

Improving Teacher Quality State Grants



"Good teachers... need to know—deeply—the subject they teach... You can't teach what you don't know well."

-Sandra Feldman-
President of the American Federation of Teachers



TITLE II, PART A

Utilization Of Funds By LEA's



- LEAs must conduct a needs assessment of local needs for professional development and hiring as identified by the LEA and school staff.
- Identified needs should drive all uses of Title II funds to maximize impact.



TITLE II, PART A

Utilization Of Funds By LEA's

- **Providing high quality professional development**
- **Developing programs designed to improve the quality of the teaching**
- **Building instructional leadership development programs for principals and superintendents**
- **Provide training on how to utilize data and assessments to improve classroom instruction and student learning**
- **Provide training in effective methods to teach and address the needs of students with different learning styles & abilities**



LEAVING NO CHILD BEHIND

High Quality Professional Development

1. Involves collaboration between teachers and administrators
2. Addresses the needs of all students
3. Provides training to improve classroom management



4. Provides guidance to enhance parental involvement
5. Provides training on how to utilize data and assessments to improve classroom practice and student learning



HIGHLY QUALIFIED TEACHERS

Scientifically Based Research

Remember...

All activities and uses of funds must be grounded in scientifically based research and *must focus on improving student academic achievement*





HOW NCLB ADDRESSES TEACHER QUALITY - REVIEW

TITLE I OF ESEA

Achieves the goal of placing highly qualified teachers in the classroom by mandating pre-service credentials

TITLE II

Achieves the goal of placing highly qualified teachers in the classroom by funding in-service professional development for teachers



THE GOAL

A Quality Teacher In Every Classroom

Meeting the Goal



Set A High Standard
and hold Stakeholders
Accountable

Provide the Resources:
Funding and Flexibility

**Infuse the Process
with Information**

Rely on What Works